

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; transform: rotate(90deg);"> Received Texas Education Agency 2014 NOV 13 PM 3:30 Document Control Center </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Commerce Independent School District (CISD)	116903		
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	10	6	800166881
Mailing address	City	State	ZIP Code
3315 Washington St.	Commerce	TX	75428
Primary Contact			
First name	M.I.	Last name	Title
Al		Shipp	Technology Director
Telephone #	Email address		FAX #
903-886-3755	al.shipp@commerceisd.org		903-886-6025
Secondary Contact			
First name	M.I.	Last name	Title
Patrick		Just	Principal
Telephone #	Email address		FAX #
903-886-3795	Patrick.just@commerceisd.org		903-886-6025

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Al		Shipp	Technology Director
Telephone #	Email address		FAX #
903-886-3755	al.shipp@commerceisd.org		903-886-6025
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

701-14-107-195

Schedule #1—General Information (cont.)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	N/A	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	N/A	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	N/A	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Commerce Independent School District (CISD) will service Commerce Middle School via the proposed Technology Lending Program (TLP). The program will target Commerce Middle School and Commerce High School campuses and leverage an existing TLP at Commerce High School. The program will target 330 students in grades 6-8 that would otherwise have insufficient access to digital and 21st century learning tools and technology. Commerce Middle School has a 66.5% Free and Reduced Lunch eligibility rate. The TLP will serve low-income, underperforming, and at-risk students with access to digital learning technology.

As CISD teachers help students work towards mastery of standards, the District is committed to providing effective teachers for each and every student. It is important for students to be able to take charge of their educational development and help chart their own course. With the help of effective teachers facilitating learning, this TLP will provide customized pathways for students using dedicated digital learning devices. A variety of learning modalities will be available to students so they may choose the one most suited to their style of learning. As technology advances, the District remains vigilant in researching and vetting the most effective and up-to-date digital resources for students as well as the development of these resources. This TLP will provide more rigorous personalized learning materials as CISD works to reform teaching and learning through our bold project vision.

Providing iPads at the middle school level will improve technology literacy among students, as well as support effective instruction and learning. Because iPad technology is already in place at the high school level, middle school students will experience a more seamless transition into this educational technology platform. CISD will supplement the previous TLP by ensuring all 9th graders also have a dedicated iPad to ensure this continuity of technology use and improved learning outcomes.

In order for our students to be adequately prepared for high school and college, and ultimately the workplace, they must be technologically literate and capable of utilizing the resources of the Internet for research and information gathering. Commerce Middle School students need opportunities for digital learning. The new STAAR assessments for the State of Texas test the application, analysis, and synthesis level of Bloom's taxonomy. No longer can students just memorize dates or facts, but they must demonstrate mastery of the context and implications, as well as apply them to new situations.

Building on the program planning process, the proposed TLP will actively implement the best educational practices to close achievement gaps in the targeted school through technology. The TLP will equip all Commerce Middle School students, teachers, and classrooms with technological learning tools to improve student learning outcomes, implement an effective system of formative assessments, and meet the demands of core standards using technology.

The foundation of our program is to eliminate the digital divide at Commerce Middle School, while engaging each and every student with content via 24/7/365 access to personal learning devices. All classrooms will use iPads to promote student content knowledge and conceptual understanding, with the goal of guiding instruction and activities focused on student academic success. The TLP approach will transform instruction in middle school courses and improve student learning and performance. The program will meet the following objectives:

- a. Acquire 330 iPad Minis.
- b. Adoption of the technology in all Commerce Middle School classrooms for 330 students.
- c. Leverage the previous Commerce High School TLP with Commerce Middle School and ensure every rising 9th grader has access to a dedicated iPad.
- d. Provide "iGetMyiPad" student and parent training to each student receiving an iPad to ensure equitable, appropriate use.

These program objectives are aligned with and will further the CISD Technology Plan vision to **enrich teaching and learning with developmentally appropriate technology to prepare students to exceed local, state, and national standards of excellence**. Internet access will be available through District-wide wireless access, extended school library hours, and 24/7 iPatío access. Since each student will have their own device, the device will become specific to

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that student, and the student will have the capacity to select and download apps and programs that are specific to their own unique learning interests and styles.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$	\$100,000	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$	\$	\$	
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$	\$100,000	

Administrative Cost Calculation

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 116903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 116903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 116903

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized					Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost		
	1	iPad Mini	Dedicated student device	330*	\$309		
	2						
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:					\$		
Remaining 6300—Supplies and materials that do not require specific approval:					\$		
Grand total:					\$100,000		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

*NOTE: The grant will buy 323 iPad minis, and the District will purchase the remaining 7 devices. The remaining grant balance (\$193.00) will be used toward the purchase of student iPad apps.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 116903		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 116903

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			330	
Category	Number	Percentage	Category	Percentage
African American		16%	Attendance rate	96.7%
Hispanic		20.6%	Annual dropout rate (Gr 9-12)	1.4%
White		55%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian		3.4%	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged		66.5%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)		5.4%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements		0.90%	Average ACT score (number value, not a percentage)	N/A

Comments

330 middle school students will be served by this TLP. The proposed TLP will ensure that each Commerce Middle School student has his or her own dedicated iPad, creating a seamless transition to the high school iPad technology platform established by the District's previous TLP. TLP funds will help ensure adequate and equitable access to these learning devices.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								121	103	106					330
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD conducted a survey in April 2014 to determine the availability of Internet and devices for students. Among Commerce Middle School students, 86% of students have access to Internet at home and 95% of Commerce teachers believe that technology use can enhance student learning; and yet 53% of students are never asked to use web tools to receive online information. Only 50% of students have 1:1 access to a computer in the classroom. Forty-one percent of students never collaborate online with one another and 60% never collaborate online with their teacher. The survey also found that 35% of Commerce Middle School students are asked to conduct research on a weekly basis (43% on a monthly basis). Nationally, 92% of students have some type of computer at home compared to only 85% of Commerce Middle School students.

This "digital divide" directly affects TLP implementation since a portion of our population still does not have access to computers or to the Internet. CISD understands that Internet use is lowest for low-income people, the unemployed, and individuals who have never attended college (National Telecommunications and Information Administration U.S. Department of Commerce: Economics and Statistics Administration, 2002). It is also lower among African-Americans and Hispanics than those in most other racial or ethnic groups (Bell, Reddy, and Rainie, 2004). All students must have digital learning technology, especially our most economically challenged students, to have equal opportunity in higher education and beyond. In 2012 the Commerce Schools Educational Enrichment Foundation (CSEEF) funded the District iPad Initiative at Commerce High School via a \$30,000 grant towards the cost of the iPad2 16 GB WiFi. Our local bank, Guaranty Bond Bank, agreed to finance the cost of \$300 per student for any student over the school year. In 2012-2013, CISD also won a TLP award to scale up this iPad initiative to purchase devices for these students to use 24/7, eliminating the digital divide at Commerce High School while engaging each and every student with content via unlimited access to connected learning devices.

Commerce Middle School has 66.5% of students that qualify for free and reduced lunches. The TLP will allow these students access to the devices. One advantage of the iPad is that many of the "apps" and programs will work without constant Internet access. Teachers create content in iBook Author that students can access for class preparation. If they do need to create something, they can do so and the information will sync to their "H" (home) drive when they enter the District. The District will also extend its library hours so students have expanded Internet access, and can work before and after school. The District is also creating an "iPatio" at Commerce Middle School that will allow students to access the Internet after school.

Commerce Middle School students are an optimal target group for the proposed TLP because these students are bound for the digital, personalized learning environment already established at Commerce High School. Supporting our students in high school readiness is a primary District and Technology Plan priority to advance a long-term high level of student achievement. In planning the 2012-2013 TLP, the District met with two representatives from Apple to advise which specific devices to utilize, as well as conduct teacher professional development in utilizing this technology in curriculum design, delivery and assessment. The District sought the input from a small group of core teachers in each subject area (Math, Science, Social Studies, and English Language Arts). By training a few teachers in each area, other teachers understand how best to utilize the iPad technology in their own subject area. This "Train The Trainer" model sustains a built-in cadre of teacher trainers. The iPads empower teachers to step away from the traditional way of teaching to a more student centered classroom, engaging students in a more interactive way. Having a dedicated digital learning device will enable our middle school students to choose pathways of learning that best fit their learning modality as well as demonstrate mastery for specific standards. Assisting students with building the understanding of where they are in relation to the standards helps to demystify learning and empowers students. Once students know the process to achieve success, there is nothing that will stand in their way of reaching their goals for life.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need for standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy	Process in place to measure engagement, cognition, rigor, relevance and other best practices; aligned assessment and diagnostics to drive personalized learning
2.	Need to build digital learning opportunities that allow student growth and success, and also inform teachers about how they can improve instruction	Students will utilize digital, personalized learning devices to choose the appropriate pathway of learning and resource in order to master the standards and prepare for college and career. "iGetMyiPad" student and parent trainings will be offered in the summer and fall of 2014 for each student receiving a dedicated iPad. The sessions will include using the device, proper care, theft prevention, the app store and purchases, some of the most used apps, digital footprints and online safety.
3.	Need to better support effective educators	Continued implementation, training, and monitoring; Teachers and administrators will utilize iPads technology and project data to inform instruction and the personalization of instruction for all students
4.	Need to support our lowest-achieving schools	Instructional practices and technologies in place to target professional development and student achievement
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director – TBD	Qualifications for Education/Certification – Bachelor's Degree in education or related field; Masters Degree in education related field (preferred). Three years experience in an educational setting, supervisory experience, budget management experience, demonstrated competence in program development.
2.	Evaluator – Dr. Mark Reid	PhD-level educational researcher with experience in quantitative experimental evaluation designs.
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Acquire 330 iPad Minis.	1. Place purchase order for iPads	09/04/2014	N/A
		2. Coordinate w/ District Technology Dept. to receive and implement iPads	09/04/2014	10/01/2014
		3. Establish and implement lending policies and protocols	09/04/2014	Ongoing
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Adoption of the technology in all Commerce Middle School classrooms for 330 students.	1. Extended school library hours	09/04/2014	Ongoing
		2. Completion of iPatio w/ Internet access	09/04/2014	12/01/2014
		3. Publish list of free community WiFi	09/04/2014	Ongoing
		4. Assess student academic performance	05/01/2015	08/31/2015
		5. Assess student satisfaction via surveys	01/01/2015	08/31/2015
3.	Leverage the previous TLP at Commerce Middle School and ensure every entering 9 th grader has access to a dedicated iPad.	1. iPads for all rising 9 th graders to ensure seamless articulation	09/04/2014	Ongoing
		2. Assess student academic performance	05/01/2015	08/31/2015
		3. Assess student satisfaction via surveys	01/01/2015	08/31/2015
		4. "iGetMyiPad" student and parent training	07/01/2014	11/30/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLP will support Commerce Middle School students through implementation of high academic standards and effective teaching strategies that reach a diverse base of learners. We will develop multiple unique processes and products to allow educators to fully participate in high quality instruction with maximum impact for students. The proposed program will implement an Outcomes Based Evaluation Plan for quarterly performance assessment of the identified program objectives, utilized to determine progress earned at the end of the grant period. Our comprehensive evaluation plan will consist of appropriate and specific quantitative and qualitative measures that can be adjusted and/or modified as needed in order to: (1) Evaluate program services and activities and their appropriateness to our objectives; (2) Assess progress toward meeting objectives (formative); (3) Measure success in achieving objectives at the end of the grant period (summative); and (4) Provide for the disclosure of program outcomes. The proposed TLP is the vision of the CISD Superintendent, Commerce Middle School Principal, and the District Technology Director. Each has committed to iPad training for targeted grade level teachers throughout the 2014-2015 school year. Dr. Mark Reid at Texas A&M University Commerce (Secondary Education Department) will work collaboratively with the Project Director to provide program evaluation, feedback, and continuous improvement; collecting and assessing student learning outcomes data quarterly to verify the impact of the proposed technology on student learning. Dr. Reid already works at Commerce High School supervising student teachers. The District will utilize the "Train The Trainer" model for successful teacher professional development purposes. Finally, our teachers will create common formative assessments to utilize in the classroom to ensure that all students are being measured accurately on the same standards. Students and teachers across the targeted grade levels will have continuous, ongoing support from the CISD Technology Department, media specialists, and instructional technologists to effectively and successfully implement this program. The Project Director will conduct an assessment in January 2015 to determine the initial impact of the technology on students and their learning. The Project Director will also meet quarterly with teacher trainers to determine and communicate any necessary program adjustments.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2012-2013 Commerce Middle School conducted "The Future is Now", a pilot program through Region 10 ESC. The program consisted of a team of teachers and students working collaboratively in the classroom and undergoing training to develop technology-based learning opportunities embedded in the curriculum. They attended training together all year, and the District representative from Region 10 was on site to assist the team throughout the year. The District has since conducted the Apple training (Challenge Based Learning) for another team of teachers at our other three campuses. All three of these campuses have dedicated iPad carts to facilitate the process of digital learning for students well before they enter high school. Our long-term vision is for all Commerce students to enter high school ready to succeed, to be technologically literate and competitive, and armed with 21st century learning skills. Commerce Middle School and A.C. Williams Elementary have also participated in a yearlong project based learning initiative with Engage Learning (2012-2013). A team of six teachers from each campus developed units for the classroom using this model. This project was lead by Shannon Buerk, the lead in developing New Tech High School in Coppell, Texas. CISD is committed to continuing to engage students with the curriculum, and serving in a leadership role for the use of technology in the classroom. The project results have verified successful impact for our schools, and have provided a scalable model to transform our school communities. The increasing poverty and lack of access to learning technology in our middle school creates an urgent need for innovation that can address students' needs. CISD understands this clear call to action, and seeks collaboration in our goal to improve long-term student achievement. Our TLP will continue to build an evidence base that access to technology in our schools improves academic outcomes for underserved youth. As we continue to validate our educational model as a best practice, there is unlimited potential for replication and scalability within other high-need school communities. By becoming part of a strong portfolio of successful technology lending programs, we will change the face of student achievement.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Teacher technology knowledge assessment	1.	75% or greater indication of teacher knowledge of program technology and practices
		2.	Number of teachers successfully trained
		3.	Number and percent of teachers on participating campuses who leveraged electronic instructional materials to students as a result of the technology lending program
2.	Improved digital learning offerings and experience	1.	Titles of digital materials used within courses as part of the Technology Lending Program Grant on participating campuses
		2.	Number and names of courses using digital content on participating campuses
		3.	
3.	Equitable student technology access	1.	Number and percent of eligible economically disadvantaged students participating in the technology lending program
		2.	Number and percent of eligible economically disadvantaged students who had Internet access installed in their residences as part of the technology lending program
		3.	Ratio of technology devices to students needing devices on participating campuses
4.	Student academic achievement	1.	TAKS, STAAR EOC
		2.	Number and percent of participating students who demonstrate proficiency on the Technology TEKS for their grade level at the beginning and end of each year of the grant period
		3.	
5.	Percentage of students whose use of technology was increased as a result of grant funds	1.	Number and percent of students who checked out a device as part of the technology lending program by grade level on participating campuses
		2.	Number of online courses taken by participating students as a result of the technology lending program as applicable
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Formative, interim (end of unit), and summative (end of course) assessments will identify student needs, measure student growth, and determine overall program impact and effectiveness. Subsequent evaluation reports will be presented to program management and a Program Advisory Council at the six-month and 12 month mark of year one. The Principal, Project Director, Technology Director, and Evaluator (Dr. Reid) will conduct regular classroom walk-throughs to ensure successful program implementation. Quarterly measures of student learning will include indicators of student performance and achievement, such as assessment results, portfolio evaluations, marks or grades, and scores from standardized examinations. Student learning outcome data will include both formative and summative assessments. Formative assessments will be administered by classroom teachers from the beginning stages of their program, as well as throughout the activities they implement to achieve the long-term goals of the grant. These assessments will not be used for grading purposes, but rather as a tool to guide instruction and make modifications in order to enhance student-learning outcomes. Classroom assessments will provide an opportunity for immediate evidence of the individual student's learning process. The objectives will provide a structure to the analyses such that we will continually review the effects of the intervention on the outcomes anticipated.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on data from the District Technology Plan, CISD faces many challenges including declining enrollment and funding, poor performance on standardized tests, a large teacher turnover from retirement and low pay scale, and teacher and student burnout from overzealous testing pressure in response to No Child Left Behind. CISD recognizes the need to solidify and expand critical, interactive educational opportunities. The vision of district-wide reform will be focused on building and delivering curricula that are interdisciplinary, research-based, and connected to the community and the world.

According to the CISD AEIS 2012-2013 Campus Performance Report, only 49% of Commerce High School graduates were deemed "college ready" compared to 57% across Texas. The proposed TLP seeks to eliminate the digital divide and expand the CISD existing iPad Initiative at Commerce High School to ensure that each and every middle school student has access to digital learning tools and technology at both school and home environments. The TLP will improve student technology skills, as well as efficiently and effectively use technology to strengthen teaching and learning. This program, over the long-term, will prepare our students through implementation of high academic standards, and effective teaching strategies that reach a diverse base of learners. Our program model is research-based, field-tested, and carefully designed to meet the needs of our students.

Through a combination of professional development and technology acquisition for 6-8 grade classrooms at Commerce Middle School, the program will improve student achievement by providing core curriculum aligned with state content standards and integrating 21st century technology and information literacy skill development. Each learning device will serve as a virtual clearinghouse for students as they develop the pathway for their learning. Through this TLP, the District will extend access to a dedicated digital learning device to students in grades 6-8 in a developmentally appropriate fashion. Middle school students will have access to a broader range of interest pathways. Students will have continual access to interest pathways that are more focused on college and career readiness. These interests for all students would not be limited to on-line resources, but would also take the form of service learning, student clubs, and community outreach and partnership programs. All students will be engaged in training on interpreting standards, setting goals and reflection, as well as making choices for their educational pathways.

All Commerce Middle School teachers will have access to the District-wide "Curriculum Tools" resource, which is a social media enabled app platform on Pinterest that allows teachers to locate and share instructional technology and curriculum aligned apps. All students will have access to the CISD "Virtual System", an apps repository that will be available on every iPad device. As applicable, students will also be able to utilize their iPads to access, participate in, complete and receive credit for any instructional offerings not currently available on campus, through the Texas Virtual Schools Network.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116903

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has previously invested Instructional Materials Allotment (IMA) funds to purchase professional development through Apple for our teachers. Large-scale implementation will only be successful with buy-in and training for our teachers as they lead the learning in the classroom. CISD received a \$50,000.00 TLP Grant for Commerce High School in 2012, which began our one-to-one initiative. CISD also received a \$30,000.00 grant from Commerce Schools Educational Enrichment Foundation, allowing desiring families to purchase an iPad for their high school student at a reduced cost, accompanied by low interest loans through Guaranty Bond Bank to also help with those purchases, if needed, plus \$50,000.00 from the CISD IMA funds. Together, these funds purchased iPads for 446 CHS students. For the proposed new TLP, the District will purchase 323 iPad Minis with grant funding and cover the remaining 7 devices with CISD local budget. CISD will also provide wireless keyboards and additional required apps with local and/or IMA funds.

Schedule #17—Responses to TEA Program Requirements**For TEA Use Only**

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County-district number or vendor ID: 116903

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD works to integrate content, processes, and standards to achieve District outcomes that position students for post-secondary success in a technology-rich, diverse global economy. In order to deliver instruction and support learning in a new way and at a higher level, the District must build on its strong foundation and develop a comprehensive systematic plan to guarantee future success for students. This project holds great promise for a higher level of rigor for students. CISD is committed to making this change with students and teachers. The District is well positioned with staff participation and readiness for this change. With the support of their teachers, all students, including those who have special learning needs such as a specific learning disability or a language deficiency, will have the support and resources to fully realize their potential for learning.

The TLP will target 330 students in grades 6-8 at Commerce Middle School across all core subject areas (Math, Science, Social Studies, and English/Language Arts). The proposed TLP will provide students and teachers at Commerce Middle School with opportunities to implement innovative learning experiences with the use of technology. This process will excite a new generation of students, rejuvenate teachers, and increase content knowledge and expertise. Through this program, our students and teachers will increase their content knowledge to improve academic achievement and make a lasting impact using their technology skills. This will provide students a personalized, exemplary education defined by National and State Standards, College and Career-Readiness Standards, workplace employability skills, and the ability to compete against other students across the nation and around the world. Student and parent training sessions will ensure that each device will be used appropriately.

CISD will leverage this TLP to capitalize on the success of its previous TLP, and prepare our students to be leaders in an economy that values advanced knowledge and skills. We seek to develop, implement, and replicate an evidence-based, scalable model that incorporates best practices in personalized learning environments and educator excellence. Evaluating these practices and our outcomes will promote our understanding of how our students compare with others from the District, the State of Texas, and national averages to enable decision-making that supports student competitiveness. Our TLP will help our students to make informed decisions about education and career choices that optimize their personal, academic, and professional potential.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116903

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Too many American schools fail to provide students with the educational tools they will need to survive in the technologically oriented 21st century. Never before in our nation's history has the depth and extent of one's literacy determined one's fate as obviously as it does today. Commerce students and teachers are impacted by poor preparation and training in a rapidly changing technology environment. If they are to realize benefits from 21st century technologies, both teachers and students must be appropriately trained and equipped.

CISD is a high-need LEA in the State of Texas, with documented student underachievement in technology literacy. According to STaR Charts, Commerce Middle School students have substantial need for assistance in acquiring and using technology. In an effort to maximize college readiness and success for our students, Commerce Middle School has been selected as the targeted program site. The risk factors faced by Commerce Middle School students include poverty (66.5% Free/Reduced Lunch rates), and low educational attainment (in 2013, only 62% of students met or exceeded progress in reading on the STAAR; only 59% of students met or exceeded progress in mathematics). These issues pose significant barriers to the academic and long-term vocational success of an entire generation of children. As evident from this data, Commerce Middle School's students are at heightened risk for academic failure and technological illiteracy. The need for effective integration of technology to support and improve student learning is dire. With this grant and additional District resources, including support from our educational foundation, we will be able to provide all students at Commerce Middle School with a personalized digital learning device. The proposed TLP will ensure that all students receive their own iPad to support learning and academic achievement both within and beyond the classroom. All students will have equal access to the iPads, regardless of economic status or ability.

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TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the use of iPad technology and learning platforms, teachers will align content with curriculum frameworks to ensure that every student has equitable access. This project will support education reform in the state and aligned with the four national core areas: college and career-ready standards and assessments, effective use of data, great teachers and leaders, and support for struggling schools. High-quality digital learning resources will come in multiple mediums in order to fit the needs of a diverse student population. All resources will be aligned with the State Standards, College and Career-Readiness Standards, Workplace Standards, and District Exit Outcomes.

Specific project curricular alignment points include:

- Align and coordinate State Standards throughout the District using curriculum frameworks and iPad technology
- Develop and populate curricular clearinghouse with best practices, tools and resources through the identification of digital learning tools
- Develop aligned assessments in order to measure State Standards and District Exit Outcomes
- Provide aligned materials for parents in order to best support student attainment of State Standards
- Implement a comprehensive walk-through tool that measures engagement, cognition, rigor and relevance as well as other best practices

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD invested in teacher training for iPad implementation two years ago, and continues to support that purpose on multiple campuses. The University of Texas has developed "OnTrack" courses through this platform for the courses that are "STAAR EOC" tested for graduation. We utilize this material to supplement instruction and for students to gain additional practice with concepts. Each of the End Of Course subject has its own course. Through our Apple training, teachers develop content for their specific courses using iBook Author as well as many other "apps" (keynote, pages, iMovie). CISD also utilizes Brainpop, Brainpop ESL, and Texas Virtual Schools Network for classes for students that are not currently offered on site at Commerce High School. We have A+ learning software and Gradpoint that both offer content for instruction, tutorials, and credit recovery.

CISD also subscribes to Gaggie, providing protected email accounts and educational YouTube videos, plus homework drop-boxes and assignment walls. Gaggie is used as a virtual classroom, providing safety and flexibility for teachers and students, and has a free app available for the iPads. The District implemented Safari Montage Video System, providing educational videos for all grades, viewable through an iPad app while at school, or at home if Internet is available. The District implemented Safari Montage Live 5 video conferencing system, also utilizing iPads via an app, providing CISD students and teachers with access to the outside world, plus allowing teachers to record lessons for students to watch at a later time, or multiple times, in order to understand a difficult lesson or concept. CISD also created a District Instructional Technologist position with the primary purpose of supporting all teachers in this endeavor, and continues support of teachers on each campus serving as campus instructional technologists. Finally, CISD has invested in Insight 360 to provide for iPad integration into the curriculum of multiple campuses.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October

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1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elmore (1996) reports that staff development can profoundly affect teaching quality and effectiveness. Educators must be provided with a clear outline of skills students need to master, team-based approaches, training programs based upon foundational ideas, instructional processes, curriculum content, and well-designed training with follow-up (Sparks, 1991). Commerce teachers receive training on state academic standards for incorporation into the curriculum and academic activities. Training is provided on topics such as how to work with high-risk students, meeting the needs of a diverse student population, teaching strategies for various learning styles, new techniques for enrichment and hands-on activities, computer and other technology, improving student performance in core academic subjects, and assessing student progress. This training aims to improve teaching skills, motivate educators, reduce burnout, and decrease staff turnover (Vandell, 1995).

CISD is committed to quality teacher professional development through this TLP, and is cognizant of the importance of teacher buy-in and knowledge of how the devices can transform learning. This step is critical for effective program implementation. Any current and future training and professional development opportunities will be conducted using District resources rather than TLP grant funds. Commerce Middle School teachers are already trained on use of the iPads and Insight 360. The CSEEF Foundation purchased one cart of 25 iPads this year, in an attempt to help provide for the 4 CMS Insight 360 classes, but more devices are desperately needed. CISD hired Apple certified trainers to train 20 CISD teachers in a Train-the-Trainer model on the proper use of the iPad, plus the four most used Apple apps, including Pages, Numbers, Keynote, and iBooks. The training also included thorough training on iBook Author, so teachers can now create their own textbooks, or units, which can then be used with the iPads. Teachers from all four campuses participated in these Train-the-Trainer programs, and a full time District Instructional Technologist was hired in 2013 that also attended all trainings to focus on teacher support for this initiative. Over the past two years the District has provided teachers on each campus with the option to purchase their own iPad through payroll deductions, or provided them with a loaner. This year the District also subscribed to Insight 360, a new program developed by eInstruction, to provide the instructional piece to make the iPad the device of choice for instruction. It provides the needed piece in the classroom to fully integrate the device into the curriculum as well as giving the teacher and students management and projection capabilities not previously available. Teachers are also given the flexibility to use the flipped classroom concept when beneficial.

All teachers will also have access to the District-wide "Curriculum Tools" resource, a Pinterest-based platform that allows teachers to locate and share instructional technology and curriculum aligned apps. The campus-based Instructional Technologist will also provide training on site as needed.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has abundant wireless access at all campuses. The current infrastructure consists of 802.11n dual-band wireless access points, one per every two classrooms. This wireless access is supported by category 6 cabling and new HP POE network switches, providing a 10GB backbone over district owned fiber optic cable, plus 1GB available to every port. This infrastructure was upgraded and funded over the last four years through multiple eRate projects. CISD also upgraded its Internet bandwidth in 2013 to 200MB, providing abundant access, and planned for growth. CISD will also offer regular training sessions for students and their families regarding iPad use.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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The iPad utilizes high-speed wireless Internet connectivity (WiFi). CISD offers free WiFi service at all four of our campuses, in addition to the areas around town that offer access as a free service. There will be a wide range of free WiFi service accessibility for our students. CISD will publish a list of free WiFi "hotspots" near campus and throughout Commerce to ensure students can locate and use those sites when they are not in school to maximize the benefits of this digital learning initiative. We will also open areas at the Middle School early, which will remain open late (library until 4pm, iPatio is 24/7 access) so that students can utilize before and after school hours. We also believe that the iPad offers a unique opportunity because many of the resources, books, and apps can be downloaded directly to the device and do not need constant internet connection for use. Students can utilize the materials at home and when they return to school their work will be "synced" to their "H" home drive. Our Technology Director and Superintendent recently worked with Texas A&M University and City of Commerce officials on an initiative to provide this service to our students citywide.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pursuant to the CISD Technology Plan, this program will finance and implement essential technologies and train staff on the use of these new technologies. This grant program will support us in providing professional development to implement the required technology literacy standards in the classroom. The TLP will provide equal resources for all, including low-income, minority students, and teachers through state-of-the-art technology and evidence-based practices to meet national and Texas Content Standards and Benchmarks. Student and parent "iGetMyiPad" training sessions will be offered twice at the beginning of the grant project period and sessions will address appropriate use of the device, including proper care, theft prevention, the app store and purchases, some of the most used apps, digital footprints and online safety.

This program will further provide expanded subject curriculum and methods through engaging hands-on lessons to communicate, gather data, create visual representations, and develop research reports in content areas through analysis of data. This program will systematically address the need in central Texas for core educational systemic change resulting in improved student outcomes. A Program Advisory Council will be formed to promote stakeholder presence and buy in, as well as provide a vehicle for continual program assessment, feedback, and fine-tuning. The Advisory Council will be comprised of leadership from the District level, as well as teachers, students, and representation from the Technology Department at CISD and Educational Technology Department at Texas A&M University (Commerce) to provide technical support. The Council's mission will be to plan, implement, and monitor the program's strategies to address the stated award goals and objectives. ***The Council will be formed in the first month of the program period and will continue to meet quarterly throughout the grant period.*** The Council will assist with implementation, and ensure that program strategies will continue to be appropriate. The District Technology Department will offer technical support as needed and will act as a "back-up" trainer throughout the grant period and beyond.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 116903

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Commerce Schools Educational Enrichment Foundation (CSEEF) recently funded the District iPad Initiative at Commerce High School via a \$30,000 grant towards the cost of the iPad2 16 GB WiFi. Guaranty Bond Bank provides low interest loans for needy families wanting to purchase the device for their student. These resources, together with in-kind CISD resources, will be leveraged to support the proposed technology acquisition, implementation, and program evaluation as outlined in this proposal. This TLP grant will provide the additional necessary funds to purchase devices for all Commerce Middle School and rising 9th grade students to use at school, as well as before and/or after school hours. Students will check out the devices from the campus library just like they do textbooks. CISD utilizes Follett's Destiny Asset Manager for inventory of equipment and Destiny Library Manager for circulation of equipment. The new iPads will be cataloged into Asset Manager noting description, including serial numbers. Each device will have a unique CISD inventory number assigned and etched on the iPad for circulation and inventory. Each CISD student has a unique identification number that will be used to check-out and check-in their iPad through the Middle School Library and the campus Media Specialist. All devices will be fully insured for replacement by CISD. Since we propose to secure a fully insured device for each targeted student, there is no anticipated competition for devices. CISD Technology Department staff will provide full, ongoing technical support to students, their families, and teachers to ensure successful program administration.

Schedule #17—Responses to TEA Program Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 116903

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has secured a quote from Worth Insurance Group, and has current and active coverage for its existing iPad initiative. We will fully insure all devices (at \$35.00 per device at the cost of CISD). This full coverage includes all accidents, theft, damages, etc. The devices will be recorded in our inventory software for tracking purposes. Each device will be cataloged in the Destiny Asset Manager inventory program. The device can be tracked using our circulation software, Destiny Library Manager. Reports from these programs allow us to determine location and condition of each iPad at all times.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has developed and implemented a Technology Lending Agreement with signatures required by targeted CISD students and their parents or guardians. The Agreement highlights that the purpose of the TLP is to meet the short-term academic and service purposes of the school community. Use of equipment for commercial purposes is strictly prohibited. The Agreement outlines all terms of use, including due dates and times, renewals, liability for loss or damage, the conditions for loss of borrowing privileges, and any other applicable District Technology Department policies. Basic training for students/parents is required in order to receive a device. The CISD filter, which is the Lightspeed browser, will apply to all devices and ensure safe Internet browsing for all users. An Instructional Technologist has created a CIPA training, which covers social networking, cyber-bullying, and Internet etiquette topics. This training will be required for every student in order to receive a device.

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